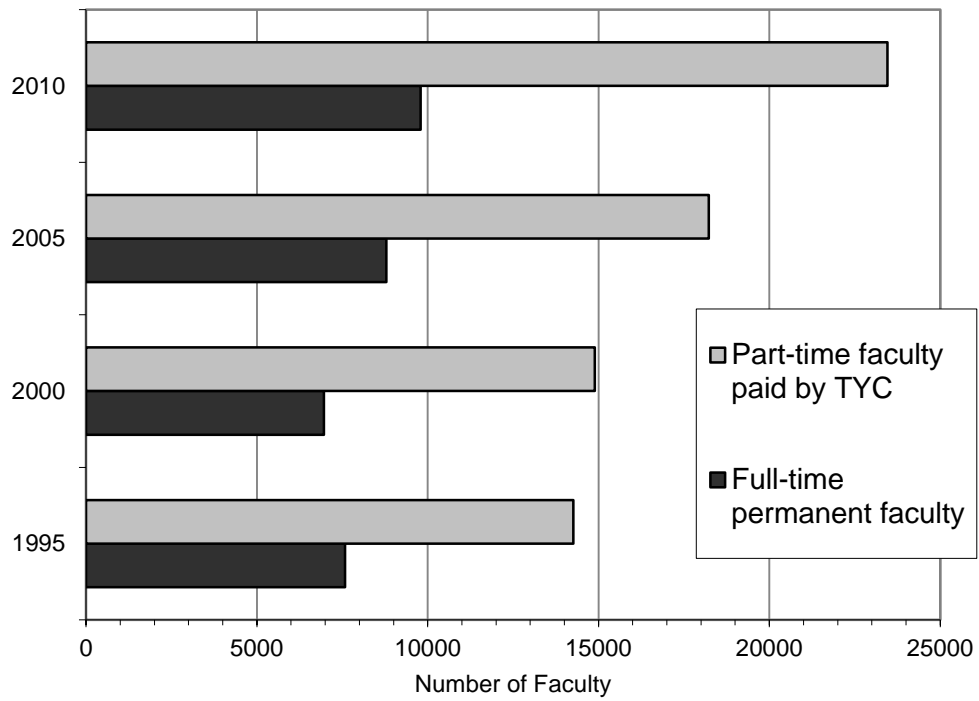


**TABLE TYF.1** Number of full-time permanent, full-time temporary faculty, and part-time faculty paid by two-year colleges (TYC) and by a third party (e.g. dual-enrollment instructors), in mathematics programs at two-year colleges in fall 1995, 2000, 2005, and 2010.

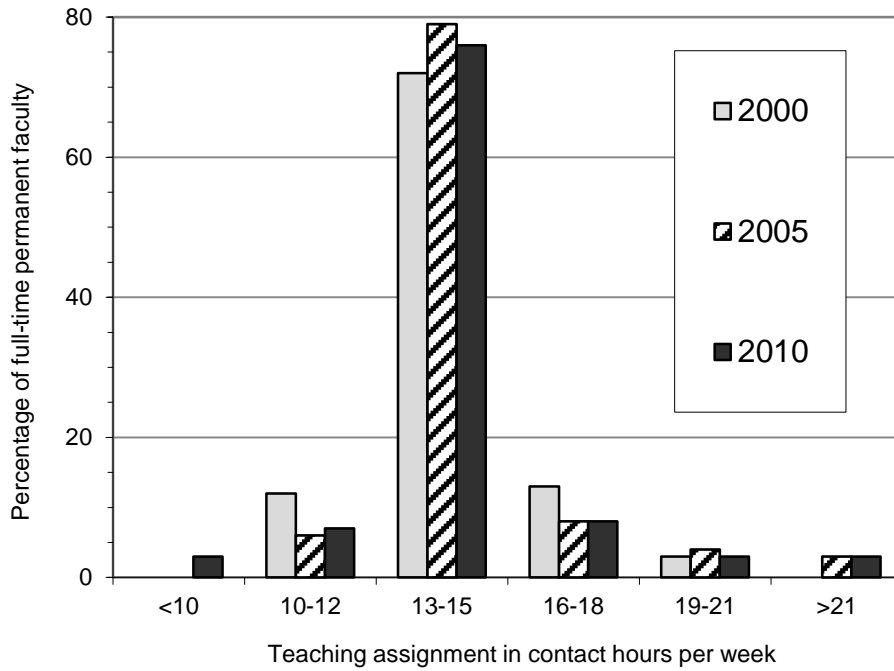
Two-Year Colleges	1995	2000	2005	2010
Full-time permanent faculty	7578	6960	8793	9790
Full-time temporary faculty	164	961	610	1083
Part-time faculty paid by TYC	14266	14887	18227	23453
Part-time, paid by third party	na	776	1915	2323



**FIGURE TYF.1.1** Numbers of full-time permanent faculty and part-time faculty paid by TYC in mathematics Programs in two-year colleges in fall 1995, 2000, 2005, and 2010.

**TABLE TYF.2** Teaching assignment for full-time permanent faculty, and teaching and other duties of part-time faculty, in mathematics programs at two-year colleges in fall 2010, with 2005 data in parentheses.

	Teaching assignment in weekly contact hours					
	<10	10 to 12	13 to 15	16 to 18	19 to 21	>21
Percentage of two-year colleges	3 (0)	7 (6)	76 (79)	8 (8)	3 (4)	3 (3)
<b>Full-time Permanent Faculty</b>						
A. Average weekly contact hours: 15 (15.3)						
B. Percentage who teach extra hours for extra pay at their own two-year college: 65% (53%)						
C. Percentage teaching 1-3 extra hours for extra pay: 47%						
D. Percentage teaching 4-6 extra hours for extra pay: 39%						
E. Percentage teaching 7 or more extra hours for extra pay: 14%						
<b>Part-time Faculty</b>						
F. Percentage who teach 6 or more hours weekly: 54%						
G. Percentage of two-year colleges requiring part-time faculty to hold office hours: 28%						



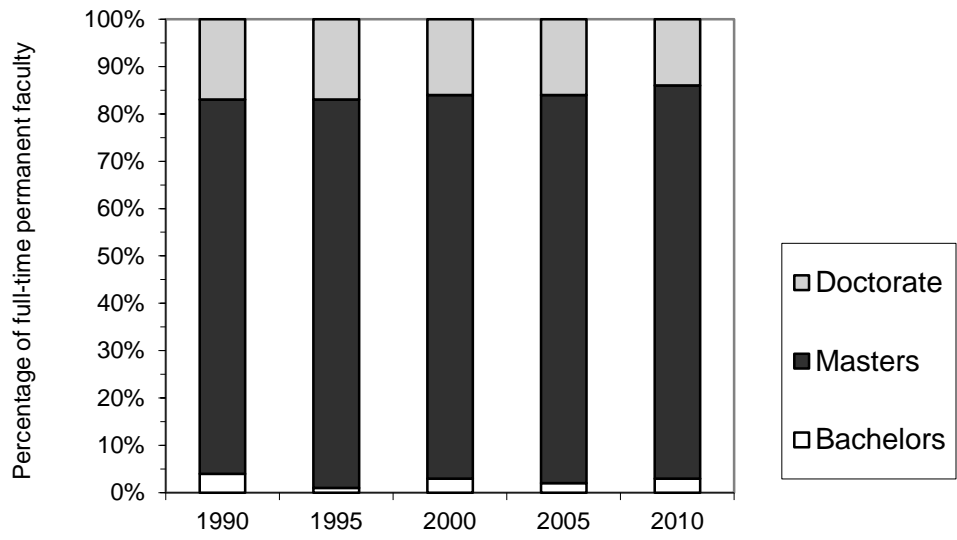
**FIGURE TYF.2.1** Percentage of full-time permanent faculty with various teaching assignments in mathematics programs at two-year colleges in fall 2000, 2005, and 2010.

**TABLE TYF.3** Number of full-time permanent faculty in 2009-2010 who were no longer part of the faculty in 2010-2011

Number no longer part of 2010-2011 faculty	459
Total full-time permanent faculty, fall 2010	9790

**TABLE TYF.4** Percentage of full-time permanent faculty in mathematics programs at two-year colleges by highest degree in fall 1990, 1995, 2000, 2005, and 2010.

Highest degree	Percentage of full-time permanent faculty				
	1990	1995	2000	2005	2010
Doctorate	17	17	16	16	14
Masters	79	82	81	82	83
Bachelors	4	1	3	2	3
	100%	100%	100%	100%	100%
Number of full-time permanent faculty	7222	7578	6960	8793	9790



**FIGURE TYE.4.1** Percentage of full-time permanent faculty in mathematics programs at two-year colleges by highest degree in fall 1990, 1995, 2000, 2005, and 2010.

**TABLE TYF.5** Percentage of full-time permanent faculty in mathematics programs at public two-year colleges by field and highest degree in fall 2010.

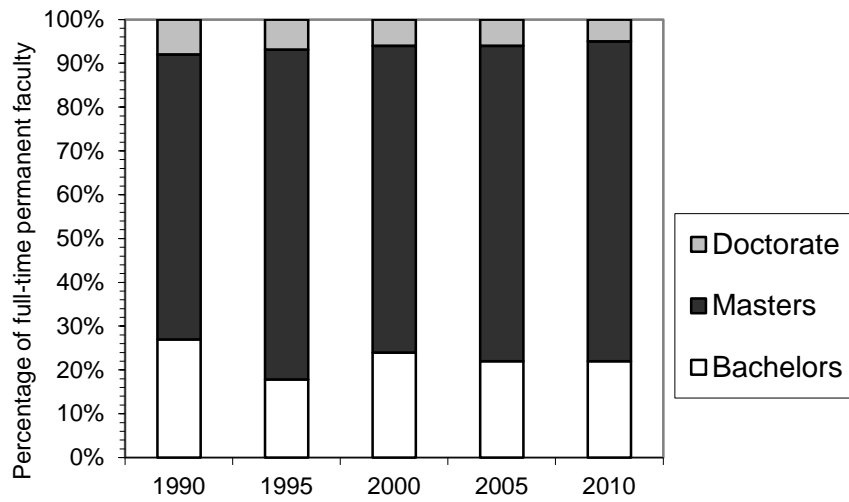
Field of degree	Percentage having as highest degree			Total Percent in Field
	Doctorate	Masters	Bachelors	
Mathematics	8	60	1	68
Statistics	0	2	0	3
Mathematics Education	3	17	1	21
Other fields	2	5	0	7
Total Percentage by highest degree	14	83	3	100

Note: 0 means less than half of 1% and round-off may make column sums seem inaccurate



**TABLE TYF.6** Percentage of part-time faculty in mathematics programs at two-year colleges (including those paid by a third party, as in dual enrollment courses) by highest degree, in fall 1990, 1995, 2000, 2005, and 2010.

Highest degree	Percentage of part-time faculty				
	1990	1995	2000	2005	2010
Doctorate	8	7	6	6	5
Masters	65	76	70	72	73
Bachelors	27	18	24	22	22
	100%	100%	100%	100%	100%
Number of part-time faculty	13680	14266	14887	20142	25775



**Figure TYF.6.1** Percentage of part-time faculty in mathematics programs at two-year colleges (including those paid by a third party, as in dual enrollment courses) by highest degree in fall 1990, 1995, 2000, 2005, and 2010.

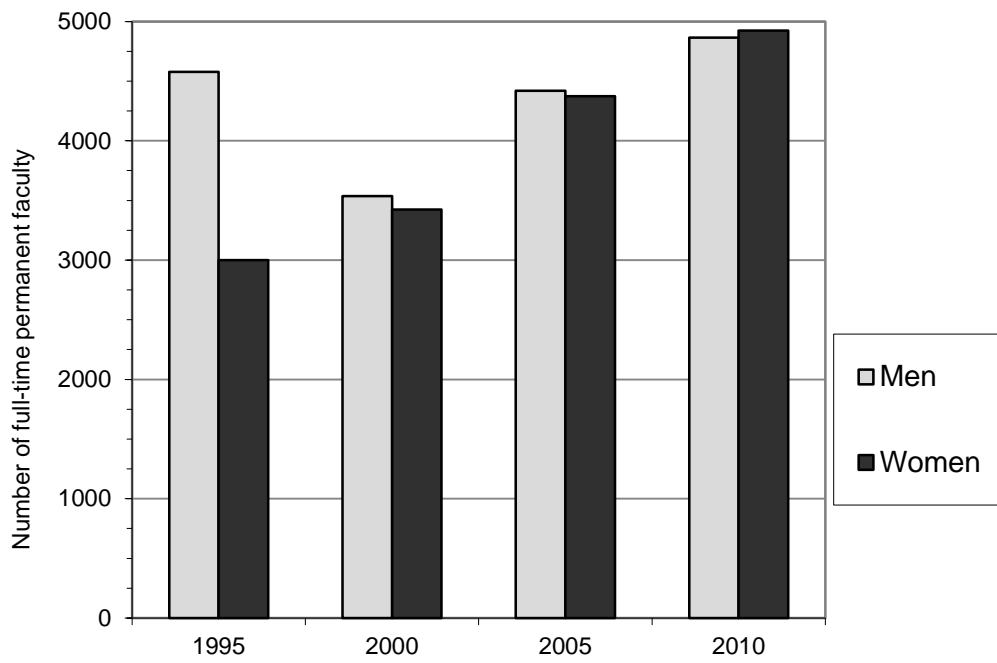
**TABLE TYF.7** Percentage of part-time faculty in mathematics programs at two-year colleges (including those paid by a third party, as in dual enrollments) by field and highest degree, in fall 2010, with 2005 data in parentheses.

Field of degree	Percentage having as highest degree			Total Percent in Field
	Doctorate	Masters	Bachelors	
Mathematics	2	35	11	48
Mathematics Education	1	20	5	26
Statistics	0	2	0	2
Other fields	1	17	6	24
Total Percentage by highest degree	5 (6)	73 (72)	22 (22)	100%

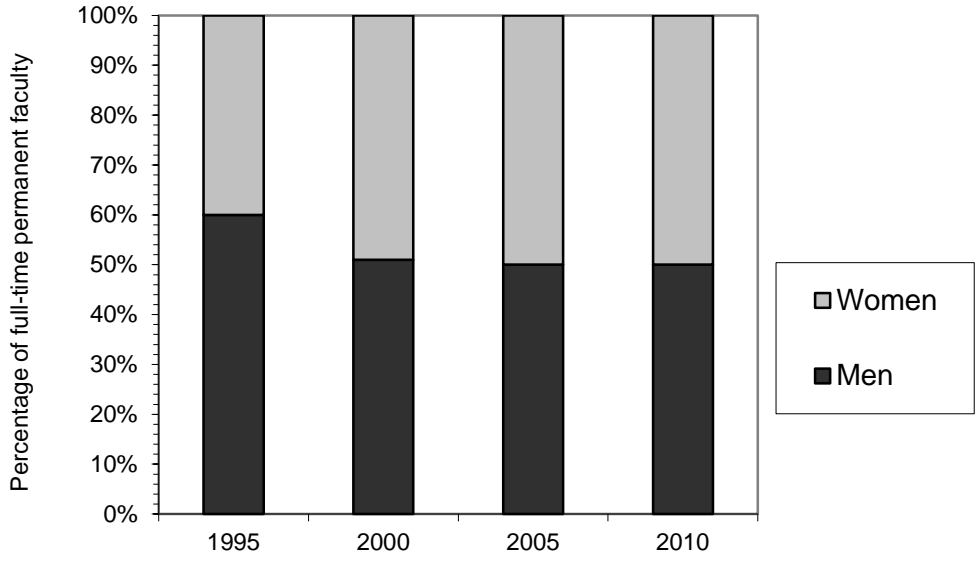
Note: 0 means less than half of 1% and round-off may make column sums seem inaccurate

**TABLE TYF.8** Number and percentage of total full-time permanent faculty in mathematics programs at two-year colleges by gender, in fall 1995, 2000, 2005, and 2010.

	1995	2000	2005	2010
Men	4579	3537	4420	4866
	60%	51%	50%	50%
Women	2999	3423	4373	4924
	40%	49%	50%	50%
Total	7578	6960	8793	9790
	100%	100%	100%	100%



**FIGURE TYF.8.1** Number of full-time permanent faculty in mathematics programs at two-year colleges by gender in fall 1995, 2000, 2005, and 2010.



**FIGURE TYF.8.2** Percentage of full-time permanent faculty in mathematics programs at two-year colleges by gender in fall 1995, 2000, 2005, and 2010.

**TABLE TYF.9** Percentage of full-time permanent faculty and part-time faculty in mathematics programs at public two-year colleges by gender, in fall 2010. Also masters degrees in mathematics and statistics granted in the U.S. to citizens and resident aliens, by gender, in 2008-09. Part-time faculty paid by a third party are not included.

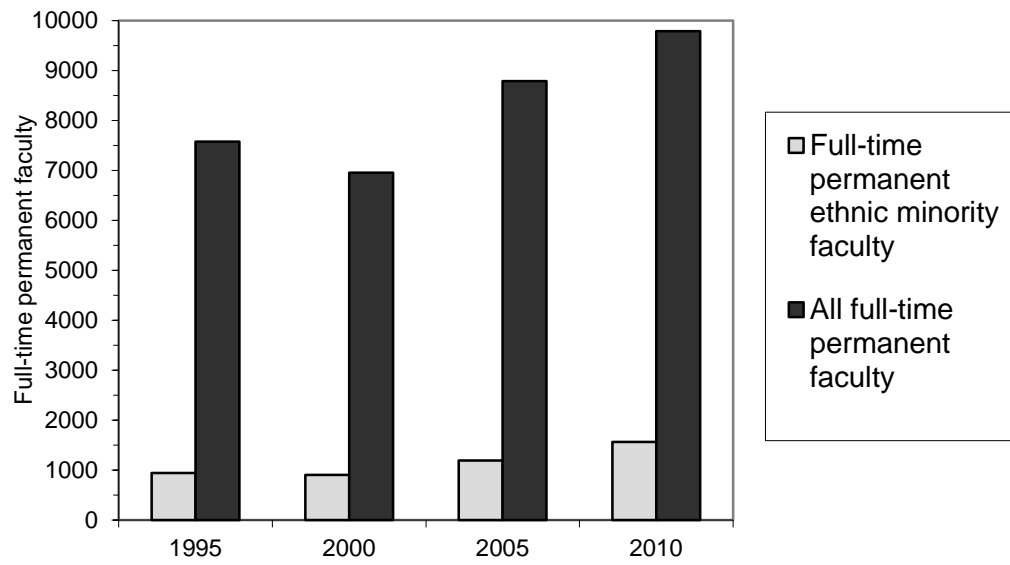
	Percentage of		
	Full-time permanent faculty	Part-time faculty	Masters degrees in mathematics & statistics granted in the U.S. in 2008-09 to citizens and resident aliens <sup>1</sup>
Men	50	51	59
Women	50	49	41
Total	100%	100%	100%
Number	9790	23453	3137

<sup>1</sup> Report Table 65 from IPEDS Fall 2009 Compendium Tables, National Center for Education Statistics, [nces.ed.gov/das/library/ipeds\\_com.asp](http://nces.ed.gov/das/library/ipeds_com.asp) . (These figures include resident aliens but do not include a total of 2074 nonresident aliens who also received masters degrees.

**TABLE TYF.10** Percentage and number of ethnic minority full-time permanent faculty in mathematics programs at two-year colleges in fall 1995, 2000, 2005, and 2010.

	1995	2000	2005	2010
Percentage of ethnic minorities among full-time permanent faculty	13%	13%	14%	16%
Number of full-time permanent ethnic minority faculty	948	909	1198	1566
Number of full-time permanent faculty	7578	6960	8793	9790





**FIGURE TYF.10.1** Number of ethnic minority full-time permanent faculty and number of all full-time permanent faculty in mathematics programs at two-year colleges in fall 1995, 2000, 2005, and 2010.

**TABLE TYF.11** Percentage of full-time permanent faculty in mathematics programs at two-year colleges by ethnicity, in fall 1995, 2000, 2005, and 2010.

Ethnic Group	Percentage of full-time permanent faculty			
	1995	2000	2005	2010
American Indian/Eskimo/Aleut	0	1	0	0
Asian/Pacific Islander	4	4	6	6
Black (non-Hispanic)	5	5	5	6
Mexican American/Puerto Rican/ other Hispanic	3	3	3	4
White (non-Hispanic)	87	85	84	79
Status unknown	1	2	2	5
	100%	100%	100%	100%
Number of full-time permanent faculty	7578	6960	8793	9790

Note: 0 means less than half of 1%.

**TABLE TYF.12** Number and percentage of full-time permanent faculty in mathematics programs at two-year colleges by ethnic group and percentage of women within each ethnic group, in fall 2010.

<b>Ethnic Group</b>	<b>Number of full-time permanent faculty</b>	<b>Percentage of ethnic group in full-time permanent faculty</b>	<b>Percentage of women in ethnic group</b>
American Indian, Alaskan Native	20	0	63
Asian	605	6	48
Native Hawaiian, Pacific Islander	42	0	49
Black or African American (non-Hispanic)	544	6	37
Mexican American, Puerto Rican or other Hispanic	356	4	34
White (non-Hispanic)	7733	79	52
Status not known or other	490	5	50
<b>Total</b>	<b>9790</b>	<b>100%</b>	<b>50%</b>

Note: 0 means less than half of 1%.

**TABLE TYF.13** Percentage of full-time permanent faculty and of full-time permanent faculty under age 40 in mathematics programs at public two-year colleges by ethnic group, in fall 2010. Also U.S. masters degrees in mathematics and statistics granted in the U.S. to citizens and resident aliens by ethnic group in 2008-09.

Ethnic Group	Percentage among		
	All full-time permanent faculty	Full-time permanent faculty under age 40	Masters degrees in mathematics & statistics granted in the U.S. in 2008-09 to citizens and resident aliens <sup>1</sup>
Ethnic Minorities	16	18	22
White (non-Hispanic)	79	74	68
Unknown	5	8	10
Total	100%	100%	100%
Number	9790	3244	3137

<sup>1</sup> Report Table 65 from IPEDS Fall 2009 Compendium Tables, National Center for Education Statistics, [nces.ed.gov/das/library/ipeds\\_com.asp](http://nces.ed.gov/das/library/ipeds_com.asp) . (These figures include resident aliens but do not include a total of 2074 nonresident aliens who also received masters degrees.

**TABLE TYF.14** Percentage of ethnic minority part-time faculty in mathematics programs at public two-year colleges, in fall 2005 and 2010.

	2000	2005	2010
Percentage of ethnic minorities among part-time faculty	13	16	17
Number of part-time faculty	14887	18227	23453

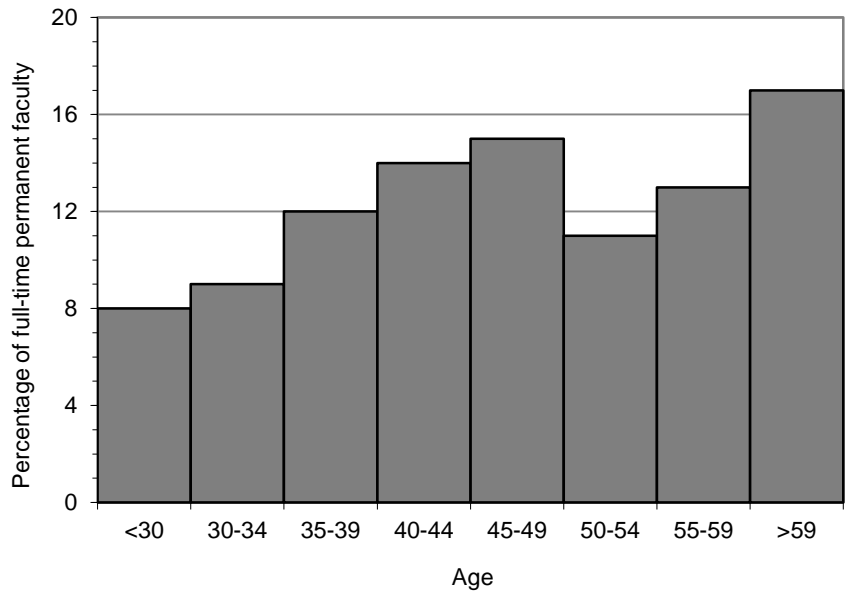
**TABLE TYF.15** Number and percentage of part-time faculty in mathematics programs at public two-year colleges by ethnic group and percentage of women within each ethnic group, in fall 2010.

<b>Ethnic Group</b>	Number of part-time faculty	Percentage of	
		Ethnic group among all part-time faculty	Women within ethnic group
American Indian, Alaskan Native	44	0	6
Asian	1341	6	49
Native Hawaiian, Pacific Islander	59	0	34
Black or African American (non-Hispanic)	1796	8	36
Mexican American, Puerto Rican or other Hispanic	762	3	44
White (non-Hispanic)	18105	77	51
Status not known or other	1346	6	46
Total	23453	100%	49%

**TABLE TYF.16** Percentage and number of full-time permanent faculty in mathematics programs at two-year colleges by age, in fall 1995, 2000, 2005, and 2010.

Age	Percentage of full-time permanent faculty				Number of full-time permanent faculty			
	1995	2000	2005	2010	1995	2000	2005	2010
<30	5	4	5	8	358	290	478	832
30-34	8	9	8	9	580	615	716	893
35-39	8	13	12	12	633	890	1037	1189
40-44	14	11	13	14	1044	763	1163	1416
45-49	22	15	15	15	1672	1075	1298	1475
50-54	26	20	18	11	1933	1418	1574	1085
55-59	13	16	17	13	966	1146	1528	1268
>59	5	11	11	17	391	763	999	1631
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>9572</b>	<b>6960</b>	<b>8793</b>	<b>9790</b>

NOTE: Details may not add to totals due to rounding.

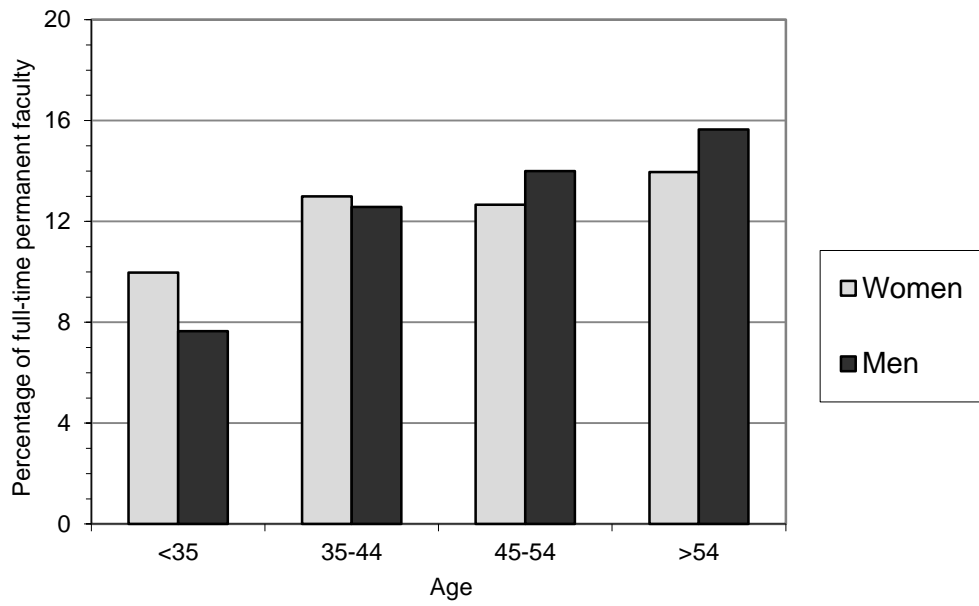


**FIGURE TYF.16.1** Percentage distribution of full-time permanent faculty in mathematics programs at public two-year colleges by age in fall 2010.



**TABLE TYF.17** Percentage of full-time permanent faculty in mathematics programs at public two-year colleges by age and by gender and percentage of women by age, in fall 2010.

Age	Percentage of full-time permanent faculty		Percentage of women in age group
	Women	Men	
<35	10	8	57
35-44	13	13	53
45-54	13	14	48
>54	14	16	47
<b>Total</b>	<b>50</b>	<b>50</b>	



**FIGURE TYF.17.1** Percentage of full-time permanent faculty in mathematics programs at public two-year colleges by age and by gender in fall 2010.

**TABLE TYF.18** Percentage of newly appointed full-time permanent faculty in mathematics programs at two-year colleges coming from various sources in fall 2005 and 2010.

Source	Percentage of new faculty from	
	2005	2010
A. Graduate School	23	23
B. Teaching in a four-year college or university	18	3
C. Teaching in another two-year college	11	18
D. Teaching in a secondary school	13	25
E. Part-time or full-time temporary employment at the same college	29	23
F. Nonacademic employment	5	1
G. Unemployed	0	0
F. Unknown	1	6
	100%	100%
Total Number Hired	605	777

**TABLE TYF.19** Percentage of full-time permanent faculty newly hired for mathematics programs at two-year colleges by highest degree, in fall 2005 and 2010.

Highest Degree	Percentage of New Hires	
	2005-2006	2010-2011
Doctorate	12	11
Masters	84	82
Bachelors	5	2
Unknown	0	4
Total	100%	100%

Note: 0 means less than one-half of one percent and round-off may make column totals seem inaccurate.

**TABLE TYF.20** Percentage of full-time permanent faculty newly hired for mathematics programs at two-year colleges by ethnic group, in fall 2005 and 2010. Also percentage of women within each ethnic group in fall 2010.

Ethnic Group	Percentage of new hires		Percentage of women in ethnic group for 2010-2011 new hires
	2005-2006	2010-2011	
American Indian	na	0	100
Asian/Pacific Islander	7	9	70
Black (non-Hispanic)	1	5	27
Hispanic	11	4	36
White (non-Hispanic)	80	78	49
Other	na	1	0
Unknown	1	3	0
Percentage of women among all new hires	53	47	

Note: 0 means less than one-half of one percent and round-off may make column totals seem inaccurate.

**TABLE TYF.21** Percentage of two-year colleges that require periodic teaching evaluations for all full-time or all part-time faculty, in fall 2005 and 2010.

	Percentage of two-year colleges in fall 2005	Percentage of two-year colleges in fall 2010
Colleges that require teaching evaluations for all full-time faculty	89	96
Colleges that require teaching evaluations for all part-time faculty	89	88

**TABLE TYF.22** Percentage of mathematics programs at public two-year colleges using various methods of evaluating teaching of part-time and full-time faculty, in fall 2010.

<b>Method of evaluating teaching</b>	Percentage of programs using evaluation method for	
	Part-time faculty	Full-time faculty
A. Observation of classes by other faculty	69	64
B. Observation of classes by division head (if different from chair) or other administrator	42	55
C. Evaluation forms completed by students	97	98
D. Evaluation of written course material such as lesson plans, syllabus, or exams	53	58
E. Self-evaluation such as teaching portfolios	19	52
F. Written Peer Evaluations	11	27
G. Other methods	2	8

**TABLE TYF.23** Percentage of two-year colleges that require some form of continuing education or professional development for full-time permanent faculty, and percentage of faculty using various methods to fulfill those requirements, in mathematics programs at two-year colleges in fall 2005 and 2010.

<b>Faculty Development</b>	Fall 2005	Fall 2010
Percentage of institutions requiring continuing education or professional development for full-time permanent faculty	55	67
How Faculty Meet Professional Development Requirements	Percentage of permanent faculty in fall 2005	Percentage of permanent faculty in fall 2010
A. Activities provided by employer	53	53
B. Activities provided by professional associations	38	34
C. Publishing books or research or expository paper	6	3
D. Continuing graduate education	7	4



**TABLE TYF.24** Percentage of program heads classifying various problems as "major" in mathematics programs at two-year colleges, in fall 1995, 2000, 2005, and 2010.

Problem	Percentage of program heads classifying problem as major			
	1995	2000	2005	2010
A. Maintaining vitality of faculty	11	9	2	4
B. Dual-enrollment courses	na	8	5	11
C. Staffing statistics courses	4	2	3	2
D. Students don't understand demands of college work	na	na	55	64
E. Need to use part-time faculty for too many courses	30	39	30	35
F. Faculty salaries too low	31	36	22	21
G. Class sizes too large	11	10	5	3
H. Low student motivation	51	47	50	50
I. Too many students needing remediation	63	62	63	67
J. Lack of student progress from developmental to advanced courses	na	na	34	37
K. Low success rate in transfer-level courses	15	8	7	13
L. Too few students who intend to transfer actually do	7	2	4	11
M. Inadequate travel funds for faculty	21	15	22	23
N. Inadequate classroom facilities for use of technology	na	na	12	10
O. Inadequate computer facilities for part-time faculty use	na	na	9	6
P. Inadequate computer facilities for student services	23	3	1	5
Q. Commercial outsourcing of instruction	na	1	0	0
R. Heavy classroom duties prevent personal & teaching enrichment by faculty	na	na	14	11
S. Coordinating mathematics courses with high schools	8	6	7	14
T. Lack of curricular flexibility because of transfer rules	6	1	7	5
U. Use of distance education	na	10	6	6

Note: 0 means less than one-half of one percent.

**TABLE TYF.25** Percentage of program heads of mathematics programs at public two-year colleges classifying various problems by severity in fall 2010.

Problem	Percentage of program heads classifying problems as		
	minor or no problem	somewhat of a problem	major problem
A. Maintaining vitality of faculty	75	21	4
B. Dual-enrollment courses	61	16	11
C. Staffing statistics courses	71	13	2
D. Students don't understand demands of college work	7	28	64
E. Need to use part-time faculty for too many courses	35	28	35
F. Faculty salaries too low	49	30	21
G. Class sizes too large	80	17	3
H. Low student motivation	9	41	50
I. Too many students needing remediation	10	23	67
J. Lack of student progress from developmental to advanced courses	32	31	37
K. Low success rate in transfer-level courses	64	23	13
L. Too few students who intend to transfer actually do	66	23	11
M. Inadequate travel funds for faculty	53	23	23
N. Inadequate classroom facilities for use of technology	77	13	10
O. Inadequate computer facilities for part-time faculty use	79	15	6
P. Inadequate computer facilities for student services	83	12	5
Q. Commercial outsourcing of instruction	66	1	0
R. Heavy classroom duties prevent personal & teaching enrichment by faculty	58	31	11
S. Coordinating mathematics courses with high schools	47	39	14
T. Lack of curricular flexibility because of transfer rules	84	12	5
U. Use of distance education	68	15	6

Note: 0 means less than one-half of 1%.

**TABLE TYF.26** Percentage of mathematics programs at public two-year colleges by type of administrative structure on their own campus, in fall 2005 and 2010.

	Percentage of Mathematics Programs	
	2005	2010
<b>Administrative structure</b>		
Mathematics Department	39	46
Mathematics and science department or division	35	14
Other department or division structure	15	31
None of the above or unknown	6	9